BULLETIN

INSTITUTE of LATIN-AMERICAN STUDIES

AT

MISSISSIPPI SOUTHERN COLLEGE

STATION A
HATTIESBURG, MISSISSIPPI
1954

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INSTITUTE OF LATIN AMERICAN STUDIES
PERSONNEL

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Jacquelynn Ann Ishee	Secretary to the Director

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CALENDAR

SUMMER QUARTER—1954

Saturday, June 5, and Monday, June 7
Registration for graduate students

Monday, June 7—Registration for undergraduate students

Tuesday, June 8—All classes meet on schedule. Off days will not be observed during first week.

Monday, June 14 to Friday, June 18—Annual Reading Conference

Friday, July 16—Examinations for first term

Monday, July 19—Registration for second term of summer quarter

Monday, August 16—Senior Examinations

Wednesday, August 18
8:00 p. m. Graduation exercises

Thursday and Friday, August 19 and 20
Summer quarter examinations and records

Classes during first term will observe off-days. Classes during second term will meet five days per week.

FALL QUARTER—1954

Wednesday, September 8
8:30 A. M. Demonstration School opens

Saturday, September 11
8:00 A. M. Registration for graduate students

Sunday, September 12
12:00 Noon Dormitories open for freshmen and transfers

Monday, September 13
8:00 A. M. Tests and orientation for freshmen and transfers

Tuesday and Wednesday, September 14 and 15
Registration for undergraduate students

Thursday, September 16
8:00 A. M. All morning classes meet on a 45-minute schedule
11:00 A. M. Special assembly

Friday, October 25—Beginning of second term of fall quarter

Wednesday, November 24
4:00 P. M. Thanksgiving holidays begin

Monday, November 29
8:00 A. M. Class work resumed

Wednesday, Thursday, Friday, December 1, 2, 3
Fall quarter examinations and records

WINTER QUARTER—1954-1955

Saturday, December 4
8:00 A. M. Registration for graduate students

Monday, December 6—Registration for undergraduate students

Sunday, December 12
8:00 P. M. Annual presentation of "The Messiah"

Friday, December 17
1:00 P. M. Christmas holidays begin

Sunday, January 2
12:00 Noon Dormitories open

Monday, January 3
8:00 A. M. Class work resumed

Monday, January 31—Beginning of second term of winter quarter

Wednesday, Thursday and Friday, March 9, 10, 11
Winter quarter examinations and records

SPRING QUARTER—1955

Saturday, March 12
8:00 A. M. Registration for graduate students

Monday, March 14—Registration for undergraduate students

Friday, March 25—High School Career Day

Thursday, April 7
4:00 P. M. Easter holidays begin

Monday, April 11
8:00 A. M. Class work resumed

Monday, April 25—Second term of spring quarter begins

Sunday, May 1, to Sunday, May 8
Choir trip

Tuesday, May 24
10:00 A. M. Honors Day

Wednesday, May 25—Senior examinations

Friday, May 27
8:00 P. M. Graduation exercises for the Demonstration School

Sunday, May 29
11:00 A. M. Baccalaureate sermon
5:30 P. M. Graduation exercises

Wednesday, Thursday, and Friday, June 1, 2, 3
Spring quarter examinations and records

SUMMER QUARTER—1955

Monday, June 6—Registration for summer quarter

Monday, June 13, to Friday, June 17
Annual Reading Conference

Monday, July 18—Registration for second term of summer quarter

Monday, August 15—Senior examinations

Wednesday, August 17
8:00 P. M. Graduation exercises

Thursday and Friday, August 18 and 19
Summer quarter examinations and records

The Institute of Latin American Studies

AIMS

The Institute of Latin American Studies was organized by the late Col. Melvin G. Nydegger at Mississippi Southern College in 1947 to coordinate the study program and administer the affairs of the many Latin American students in residence at the college. Since then the Institute has grown both in numbers of students coming from the other American republics and in the scope and variety of courses offered. In order to meet the demands of both foreign and American citizens, the Institute has found it necessary to assume a dual role and offer specialized combinations of courses of training in preparation for a number of purposes rarely provided for in the usual college and university curricula.

The Institute, in addition to its original and continuing purpose of fostering the "Good Neighbor Policy" and cementing better inter-American relationships, provides facilities for study in two complementary fields. One of these consists of courses for Latin Americans in the English language, in American customs and culture, in American literature and in certain specialized technical fields. These are called Orientation Courses for Latin Americans. The second general type of course is organized for the purpose of offering training for North American students who wish to prepare themselves for work or a career in any of the numerous and interesting possibilities in the field of inter-American affairs. These courses are called Latin American Studies.

ORIENTATION COURSES FOR LATIN AMERICANS

ENGLISH COURSES

Each quarter the Institute offers a twelve-week Orientation Course with classes in the English language including conversation, composition, grammar, phonetics, intonation, history of the language, the customs and culture of the United States, and others. The aim is, and the emphasis is on, facility in understanding and speaking the language.

These courses are attended by persons engaged in business, the professions, international visitors, tourists, and students, men and women, who wish to acquire sufficient fluency in the language to be able to attend classes in United States colleges and universities or to go about their business without great difficulty.

During the summer vacation for the schools of Latin America (December, January and February) the Institute offers a special eight-week course for Latin American teachers of English. This course offers more advanced training of a technical nature for the inservice training of teachers.

Many of the Latin Americans who register for an Orientation Course remain in the Institute for further studies in English and to improve their fluency. For this purpose the students are divided into five groups, viz., Group I—(Beginners); Group II—(Elementary); Group III—(Intermediate); Group IV—(Advanced); and Group V for teachers and others who wish to acquire a more technical training. Placement examinations are administered at the beginning of each quarter or course to determine the group in which the student may study with the greatest benefit to himself. Some of the advanced English courses may be taken for credit by regular students registered in the college. These are of special interest to those North Ameri-

can students who wish to prepare themselves to teach English as a foreign language either in the United States or in Latin America. There are a number of possibilities for employment in this field.

COLLEGE COURSES

Mississippi Southern College offers excellent opportunities in post graduate work for teachers of the public schools of Latin America. These facilities are offered through the cooperation of the Institute with certain divisions of the College and agencies of the State and Federal governments to provide classes in theory, practical applications and study in the field, and workshop experience. These possibilities include health education, the teaching of reading, the social studies, the teaching of arithmetic, remedial reading, speech correction, physical education activities, methods of teaching in the high school, high school libraries, library science, educational administration and the philosophy of education, visual aids, and curriculum construction, home economics, and others.

The courses are planned and organized with a view of helping the teacher to the best possible advantage in his particular environment and all the facilities of the Institute are placed at the disposal of the Latin American teacher.

CERTIFICATES

A certificate of attendance is issued upon completion of the English course in Group I, II, III or IV. It is based upon attendance and indicates the dates between which the student was registered in the Institute and is not issued to the student who has a total of more than fifteen unexcused absences. Those who finish in the upper 10% of their group receive a certificate bearing the inscription "With Honors."

Those students who complete the course in Group V in a manner satisfactory as to both attendance and accomplishment are given a professional teachers certificate indicating the degree of advancement in technical knowledge and teaching skill.

For the Latin American students who wish to register in the College at Southern or elsewhere, the Institute offers a Certificate of Proficiency in English. This certificate indicates the extent of the load of College or University studies the student may carry. It is issued on the basis of a combination of written and oral examinations and will not be granted unless the student demonstrates at least a minimum of proficiency in the language which will insure that attendance in a limited number of classes will be profitable to him. The instruction in the groups described above is adjusted so as to enable the student to qualify for a Certificate of Proficiency in a minimum of one course and a maximum of two.

SOCIAL ACTIVITIES

The Institute has developed a program of social activities that insures a maximum of integration of the Latin American Students into the "American way of life" on the campus and in the community. The program is varied and continuous. The Institute activity ticket admits the student to all college functions such as games, sports, concerts, dances, etc. The Club Buen Vecino sponsors the community aspects of the program in cooperation with the local chapter of Altrusa, the Rotary Club, faculty members, the churches, schools, business and industry. This program is supervised by the chairman of Latin American Student Welfare and includes several two and three-day excursions by bus, visits of students in private homes, parties, dances, picnics and others.

While in attendance at the Institute the Latin Americans are lodged in

the private homes of North American families to facilitate a rapid acquisition of fluency in English and a more complete integration into American life. This also promotes a two-way cultural interchange of inestimable value to the Americas. The importance of this aspect cannot be over-emphasized in the face of the fact that the United States is dependent upon Latin America as a source of some indispensible raw materials.

ADMISSION

Registration in the special English courses for Latin Americans is limited in order to insure greater individual attention in class as well as in all other aspects of their stay in the Institute. Only those who are seventeen years of age or older are accepted and applications must be received a month or two in advance of the course applied for.

Regulations do not permit registration in both the Institute and the College at the same time. It is possible for foreign students to register in the college only upon presentation of both a Certificate of Proficiency in English and a transcript of all previous high school and college work.

FOREIGN STUDENT ADVISER

All foreign students on the campus are assisted in all their problems by the Foreign Student Adviser. He will be glad to help with personal and social problems, passports and visas. He is also their academic adviser in matters pertaining to registration and classwork.

A group of international guests representing Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Mexico, Nicaragua and Venezuela at the Institute of Latin American Studies on an excursion to New Orleans.

COURSES OF INSTRUCTION

GROUP I. BEGINNERS

L-11: **Vocabulary.** The most frequently used words in English conversation and writing, taught individually and in context.

L-21: **Pronunciation.** The words taught in the vocabulary class are here retaught through the repetition provided by instruction in their pronunciation through intensive class drills conducted by the Instructors.

L-31: **Conversation.** Topics of general knowledge suitable for dicussion with the limited vocabulary described above are used under the skillful guidance of the Instructor. The students are not allowed to bring books to the classroom.

L-41: **Composition.** The work of this class is centered about the most frequently and commonly used structural forms of the English language employing the vocabulary used in the preceeding classes.

L-51: **United States Customs and Culture.** The purpose of this course is to acquaint the foreigner with the practices, habits, manners and conduct of the people of the United States. It sets forth such laws, regulations, social requirements and mores as are necessary for the foreigner to know for his convenience, safety and well-being. Class is conducted in Spanish.

GROUP II. ELEMENTARY

L-12: **Vocabulary.** Nouns, adjectives and adverbs are added to the list included in L-11 and are likewise taught through drills, quizzes and the construction of English definitions in original sentences.

L-22: **Pronunciation and Intonation.** Intensive drill on intonation and pronunciation. Part of the time is devoted to "corrective learning" where students are taught how to form new sounds and to imitate intonation patterns.

L-32: **Conversation.** Instructor reads short passages for oral comprehension. Students are not allowed to bring any written materials to the class. Students answer questions orally on subject matter read by the Instructor.

L-42: **Composition.** Further drill on structural forms and some original writing using same vocabulary as the preceding classes.

L-52: **United States Customs and Culture.** Same as L-51 with the addition of some supplementary materials. Class exercises are conducted in Spanish and limited to the textbook.

GROUP III. INTERMEDIATE

L-13: **Vocabulary.** At the end of the course this group should have a vocabulary of approximately 3,000 words which has been taught with the purpose of making it possible for the student to pass the English Proficiency Examination and thus be eligible for College and University Studies. Prerequisite: Entrance examination or L-11.

L-23: **Pronunciation and Intonation.** Developing the same skills as in previous classes and applying them to sentences and passages of connected discourse. The vocabulary learned in previous classes is practiced here again. Prerequisite: Entrance examination or L-21.

L-33: **Conversation.** Same procedure as in other groups with discussion of points suggested by story read in class by instructor. Vocabulary and grammar are graded to student's level. Prerequisite: Entrance examination or L-31.

L-43: **Composition.** Composition is used here as an instrument for the teaching of syntax. The vocabulary taught in L-13 is repeated here. Prerequisite: Entrance examination or L-41.

L-53: **United States Customs and Culture.** Same as in other groups except that the discussion is conducted in English and limited to text and points not included in it.

GROUP IV. ADVANCED

L-14: **Vocabulary.** Upon completion of the course this group should have a vocabulary of approximately 4,000 words and should be ready to meet college entrance requirements. They should pass the English Proficiency Examination with a high rating. Prerequisite: Entrance examination or L-12.

L-24: **Pronunciation, Intonation and Enunciation.** Same as preceding courses with the presentation of additional technical material and drill in enunciation working with the same vocabulary as taught in preceding class. Prerequisite: Entrance examination or L-22.

L-34: **Conversation.** Same as other conversation courses with addition of special emphasis on ear training and building skills in oral responses. No printed materials allowed in classroom. Prerequisite: Entrance examination or L-32.

L-44: **Composition.** The same procedures are employed here as in other composition courses with more attention to an increase in technical skill in both oral and written composition. Prerequisite: Entrance examination or L-42.

L-54: **United States Customs and Culture.** All courses in customs and culture are implemented through an organized program of social activities under the supervision of the Chairman of Latin American Student Welfare. Discussions in this group are conducted in English and based in general on a textbook.

GROUP V. PROFESSIONAL

L-15: **Vocabulary.** For teachers and others who wish to enlarge their vocabulary and obtain an introduction to semantics. Prerequisite: Entrance examination or L-13.

L-25: **Pronunciation, Intonation, Enunciation and Phonetics.** The use of electronic equipment such as tape-recorders, oscilloscope, etc., as corrective instruments to eliminate faulty pronunciation. An analysis of English sounds through use of phonetics and a study of intonation patterns. Prerequisite: Entrance examination or L-23.

L-35: **Conversation.** Beginning with assigned topics based on outside reading materials, the students are lead to the presentation of original talks on topics of general interest. The art of listening is also brought in. Prerequisite: Entrance examination or L-32.

L-45: **Composition.** In addition to the training provided as described in the previous courses in composition, some approach to stylistics and creative writing is offered in this class. Prerequisite: Entrance examination or L-43.

L-55: **United States Customs and Culture.** The materials and subject matter used in the other classes are summarized and time is thus allowed for the introduction, presentation and study of realia that will be of assistance to the teacher of English as a foreign language. Special lectures will be invited as the occasion arises.

OTHER PROFESSIONAL COURSES OF INSTRUCTION

L-61: **History of the United States to 1844**[1]. Four hours. This course is designed to give the student a survey of United States political, social and economic history to 1844.

L-62: **United States History 1844 to 1896**[1]. Four hours. A continuation of History 61.

L-63: **United States History Since 1896**[1]. Four hours.

L-65: **Commercial English** for Latin Americans. Prerequisite: Ability to type and access to a typewriter.

L-80: **United States Literature**[1]. Four hours. A survey of United States literature from Franklin to the present with major emphasis upon the more important writers and their contributions to United States culture.

L-102: **Books and Related Materials for Children**[1]. Five hours. A study of Library materials and their uses for children from pre-school age through the elementary grades with emphasis on the reading of many books and the examination of both printed and audio visual materials. Includes a history of children's literature; a study of children's illustrators and editions; graded bibliographies and building a collection of books for children.

L-103: **Books and Related Materials for Young People**[1]. Four hours. A study of the reading needs and interests of adolescents with criteria for selecting books for the school library. Methods of reading guidance with various types of readers for both curricular and recreational use. Emphasis on a wide study of both books and materials.

L-110-112: **Major United States Writers**[1]. Eight hours. Selected readings in North American literature from Franklin to Henry James. Emphasis in the course is upon complete texts rather than upon anthology selections.

L-111: **School Library Service**[1]. Two hours. Place and function of the library in the school, designed for training in the development of understanding, attitudes and information necessary for leadership in a program of library service that will contribute to the realization of educational objectives, with emphasis on activities, duties, responsibilites and opportunities of work. Valuable to teachers as well as librarians.

L-155: **Modern Foreign Language Methodology and Curriculum Construction.** Four hours. Treating the problems of differences between the mother tongue and the foreign language; problems of teaching grammar, pronunciation, reading, translations and writing. The relationship between foreign languages and the aims of the educational system and their significance for cultural and scientific progress. Conducted in English.

L-157: **History of the English Language.** Four hours. A linguistic study of the historical development of English.

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[1]These courses are available only through registration in the college. See the college **Bulletin.**

LATIN AMERICAN STUDIES

Mississippi Southern College offers a number of unusual opportunities and facilities for those who are interested in preparing for work in or with Latin America. These opportunities and facilities are coordinated and organized by the Institute of Latin American Studies for the convenience of the student. They include preparation for highly remunerative positions in the business world, commerce, and with national and international agencies. They are of such a nature as to provide outlets for administrative or creative ability, they challenge the initiative and lead to a definite sense of satisfaction with the accomplishment of a service to humanity well performed. Travel is involved in many of these positions allowing the individual to become well acquainted with many of the nations of the Western Hemisphere with expenses paid. The work involves surveys and studies of given problems in the country of assignment including such fields as education, sanitary engineering, agricultural engineering, economic missions, technical education, teaching, the diplomatic corps, foreign trade and many others.

The tremendous importance of Latin America for many prime raw materials unavailable in the United States or available in small quantities only is just beginning to be realized. Those who have become aware of our neighbors to the South have realized that Latin America is the new frontier. It has over 152,000,000 people and one country alone, Brazil, is larger than the United States. The natural resources are unlimited in both quantity and quality. Those students who have been so fortunate as to learn Spanish or Portuguese in high school or the grades can now profit from their knowledge. By learning something to talk about in that language, they will be qualified for many positions that are now hard to fill for lack of applicants who can speak another language.

In addition to the courses of study which may be pursued in the Institute, the large number of Latin American students on the campus offers a living laboratory in which to acquire fluency in the Spanish or Portuguese language and to learn directly from them something of their customs and culture, including their literature, present-day writers, philosophy, history, politics, music, folklore, dances and habits. Thus the courses of study and the mingling of the two groups of students make for a broad education in the liberal arts and a cosmopolitanism which combine to form the cultured, well-rounded personality.

The geographical location of Mississippi Southern College, in the Caribbean area, seventy miles from the Gulf of Mexico and 120 miles from New Orleans, the port through which the largest volume of Latin American trade flows, makes the College an ideal center for studies in inter-American affairs. It is at the front door of the United States looking across the Gulf to our neighbors in Latin America. Mississippi also has an ideal climate for winter study.

OPPORTUNITIES FOR STUDY IN THE INSTITUTE

The student who is interested in inter-American affairs will find many opportunities for study at Mississippi Southern College. The various departmental and divisional course offerings contributing to this field have been coordinated and organized into several inter-departmental curricula which, with certain courses offered by the Institute itself, provide the following areas of study:

1. The B.A. in Latin American Studies with emphasis on the social studies.

2. The B.A. and B.S. in Foreign Service.
3. The B.A. with a major in Foreign Trade.
4. The B.S. with a major in economics and related fields, with a minor in Latin American Studies.
5. The B.A. in Secretarial Studies.
6. A two-year course for Secretary-Interpreters or receptionists specializing in inter-American Affairs.
7. A one-year intensive course in Latin American Studies for graduate students, businessmen, professionals, technicians and teachers.
8. The B.A. in Education with majors in Spanish or Portuguese and the methodology of health education, reading, arithmetic, social studies, visual aids, or others.
9. The B.A. in Education with majors in Spanish or Portuguese and secondary education in various fields.
10. There are other fields of study which also lend themselves to preparation for work in inter-American Affairs such as pre-medicine, pre-engineering, pre-law, biology, chemistry, etc. The Director of the Institute is always glad to discuss plans with any student.

GENERAL CURRICULUM IN LATIN AMERICAN STUDIES

The curriculum leading to the Bachelor of Arts degree through the Institute is designed to provide a broad general education as a basis for living and at the same time to allow for a wide choice of subjects, majors and supplementary courses enabling the student to prepare himself for work in his chosen field of inter-American Affairs.

The emphasis in this area of concentration is on language study and the social sciences. Proficiency in Spanish or Portuguese is a basic requirement, for the student will find it necessary to use one or the other not only as a tool for research work, but also the means of communication in classwork and in the discharge of the duties of his chosen career.

It must be emphasized that a major in Latin American Studies is not a departmental major but rather a regional or area major which coordinates and integrates courses and subject matter offered by several departments or divisions. In spite of this apparent spread over wide areas, this program results in a solid training in the liberal arts.

Because of its comprehensive nature this area major ordinarily does not allow for sufficient concentration to produce minors in the departmental sense, but a minor may be taken in Latin American Studies. Credits equivalent to minors, and even majors, may be earned through the proper selection of electives in instructional departments.

The student should realize in advance that although he may prepare himself for an attractive position with opportunities for rapid advancement, it will require a period of intensive, hard work and perhaps more than the usual number of hours credit required for graduation. The choice of electives, if any, will be limited, and as already suggested, it may require more than the usual twelve quarters to prepare for the selected career which may include among other qualifications, several years of experience.

COLLEGE CORE REQUIREMENTS FOR THE BACHELOR OF ARTS

The Bachelor of Arts degree will be awarded by the College to students who have earned at least 192 quarter hours of credit, including the core and the area major requirements, and who have conformed to the scholastic regulations governing the degree. Before a degree will be granted in the Latin America Area, however, the candidate is required to pass the Language Proficiency Examination. On the other hand, students who transfer college credits in Spanish or Portuguese or who for other reasons have a command of one of these languages may apply for an examination to absolve some or all language requirements, excepting the Proficiency Examination. When any of these curricula are elected by students whose mother-tongue is Portuguese or Spanish, the foreign language requirements (including commerical correspondence) shall be met by presenting the same number of credit hours in English. The requirements in customs and culture, history and geography will likewise be replaced by the appropriate courses dealing with the United States or Europe.

Among the numerous possible combinations of Areas and majors, the following curricula, leading to the degrees indicated, will suggest the general pattern of courses[1].

[1]It will be noted that these curricula automatically give the student a major in the language he chooses. Portuguese may be substituted for Spanish.

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
FOREIGN TRADE MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Spanish 81, 82, 83[1]—(Portuguese or English)	12
Speech 31	4
Mathematics 21—Business Mathematics	4
Commerce 35, 36, L-137—Advanced Spanish Typewriting	12
Geography 33—Principles of Geography	4
Physical Education Activities	3
	51

Sophomore Year

English 76, 80 or equivalent	8
Spanish 100, 101, L-102—Business Spanish (or English)	12
Laboratory Science	12
Psychology 65—Elementary Psychology	4
Commerce 55, 56—Principles of Economics	8
Geography—Latin America, U. S. A., or Europe	4
Physical Education Activities	3
	51

[1]The student who has not had two years of high school Spanish will be required to take Spanish 31, 32, 33 in his freshman year thus moving all Spanish courses up one year and all electives in the Senior year will be devoted to Spanish in courses above 100.

Junior Year

English 62—Business English	4
Health 79	4
Spanish 160, 161, 162 (or English or Portuguese)	12
Commerce 71, 72, 73—Principles of Accounting	12
Commerce 133—Money and Banking	4
History—Latin America, U. S. A., or Europe	4
Commerce 166, 167—Business Law I and II	8
	48

Senior Year

Health Courses above 100	4
Spanish L-170—Spanish-American or U. S. Customs and Culture	4
Commerce 100—Intermediate Accounting	4
Commerce 190, 191—Foreign Trade Theory and Practice	8
Philosophy 100—Introduction to Philosophy	4
Geography 145—Advanced Economic and Commercial Geography	4
Commerce 140—Business Organization	4
Electives	10
	42
TOTAL	192

Curriculum Leading to
BACHELOR OF ARTS DEGREE
Recommended for
LATIN AMERICA AREA MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Speech 31	4
Spanish 81, 82, 83	12
Laboratory Science	12
Geography 33—Principles of Geography	4
Physical Education Activities	3
	47

Sophomore Year

English 75, 76, 80	12
Spanish 100, 101	8
Geography 118—Latin America	4
History 28	4
Health 79	4
Psychology 65	4
Portuguese 88, 89, 90	12
Physical Education Activities	3
	51

Junior Year

English 110, 112	8
Philosophy 100, 101	8
Spanish 160, 161, 162	12
Portuguese 100, 101, 102	12

History 127 (Latin America)	4
History 61 (United States)	4
	48

Senior Year

English 123	4
Spanish American Literature	12
Portuguese 140, 141	8
Spanish L-170 (Spanish-American Culture)	4
Health (above 100)	4
Electives	14
	46
TOTAL	192

Curriculum Leading to

BACHELOR OF ARTS DEGREE

Recommended for

LATIN AMERICAN SECRETARIAL STUDIES MAJOR

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Spanish 81, 82, 83[1]	12
Speech 31	4
Mathematics 21—Business Mathematics	4
Laboratory Science	12
Physical Education Activities	3
	47

Sophomore Year

English 76, 80 or equivalent, and 62	12
Spanish 100, 101	8
Psychology 65	4
Commerce 35, 36, 37—Typewriting	12
Commerce 40—Introduction to Business	4
Commerce 55—Principles of Economics	4
Geography 118—Geography of Latin America	4
Physical Education Activities	3
	51

Junior Year

Health 79	4
Spanish 160, 161, 162	12
Philosophy 101	4
History 61—United States	4
History 127—Inter-American Relations	4
Commerce 66, 67, 68—Shorthand	12
Commerce 114—Advanced Dictation and Transcription	4
Commerce 118—Office Practice and Procedure	4
	48

[1]Portuguese may be substituted for all language courses.

Senior Year

Spanish L-170—Spanish-American Culture	4
Health 131—Sanitation	4
Spanish L-137—Spanish Typewriting	4
Spanish L-166, L-167, L-168—Spanish Shorthand	12
Commerce 140—Business Organization	4
Spanish L-102—Commercial Spanish	4
Commerce 166, 167—Business Law	8
Electives	4
	48
TOTAL	194

BACHELOR OF ARTS DEGREE

FOREIGN SERVICE MAJOR

Mississippi Southern College offers many courses which will help a student prepare for the State Department examination for foreign service officer. The State Department has recently been giving the following types of examinations to candidates.

1. General written examination of 2 hours and 45 minutes on ability to read English, and breadth of vocabulary.
2. General examination on ability to interpret statistical tables and graphs, and to make simple mathematical deductions.
3. General examination on range and accuracy of factual information.
4. General examination on ability of expression in written English.
5. A special examination on world history since 1776, and government.
6. Special examination in economics.
7. Third special examination in modern languages.
8. (After passing the foregoing) an oral examination to determine physical and intellectual vigor, effectiveness of personality, and good general judgment.

The examiners also consider the training a candidate may have in special fields, such as Latin-America, which is emphasized at Mississippi Southern due to the presence of the Latin American Institute and its location in the Caribbean area.

The following program leading to the A.B. degree is recommended for students wishing to prepare themselves as candidates for the foreign service:

1. Core (not including language or social studies) ..... 59 hours
2. Foreign service major:
   History 28, 61, 62, 63, and 12 hours of electives
   Geography 145 and 170
   Government 25, 150, and 157
   Total ..... 48 hours
3. Foreign language ..... 36 hours
   (If student has not had two years of the same language in high school, 12 additional hours will be necessary.)

4. Economics minor:
   Economics 55, 56, 133, 190, 191, 192, 193 ..... 28 hours

5. Electives ..... 21 hours

The following are highly recommended as electives:

1. Courses for specialization in Latin America:
   Geography 118 (Geography of Latin America) ..... 4 hours
   History 127 (History of Latin America since 1820) ..... 4 hours
   Latin American Studies L-170 (Spanish-American Culture) 4 hours

2. Helpful social studies courses:

   History 128 and 129 (U. S. Foreign Policy)
   History 172 (The Far East since 1853)
   History 142, 168, 170, 175 (Recent U. S., European, and English History).
   Geography of different world areas.
   Government 157 (International Politics), and 185 (International Law).

3. Journalism and/or speech, to develop effectiveness in expression.

4. Extra- curricular activities:

   The student should take an active part in campus activities, such as student government and athletics, so as to develop the vigorous, effective personality desired by the State Department. Participation in activities of the Social Studies Division and the Institute of Latin American Studies will help train himself in his field of specialization.

Curriculum Leading to

BACHELOR OF ARTS DEGREE

Recommended for

SECONDARY EDUCATION MAJOR

Specializing in

LATIN AMERICAN STUDIES[1]

Freshman Year

	Hours
English 25, 26, 27– Freshman Composition	12
Education 20	4
Spanish 81, 82, 83[2]	12
Laboratory Science	12
Speech 31	4
Physical Education Activities	3
	47

[1]Leading to the Class B Certificate (Miss. Sch. Bull., N. 130) for teaching Spanish, with a strong minor in English, in high school.

[2]The student who has not had two years of Spanish in high school will start with Spanish 31, 32, 33 and use his electives to make up the deficiency by moving up one year each of the Spanish courses listed above, except the last.

Sophomore Year

English 75, 76, 80	12
Spanish 100, 101, L-102	12
Psychology 65	4
Mathematics 21—Business Mathematics	4
Health 79	4
History 28, 61	8
Geography 118 (Latin America)	4
Physical Education Activities	3
	51

Junior Year

English 110, 112	8
Spanish 148, 149, 150	12
Psychology 119	4
History 127 (Latin America)	4
Psychology 132	4
Education 113	4
Spanish L-155 (Teaching Methods)	4
Music 97 or Art 112	4
Philosophy 101	4
	48

Senior Year

Spanish 160, 161, 162	12
Education 169	4
Health 125	4
Education 185-186	10
Spanish L-170 (Spanish-American Culture)	4
Education 116	4
Electives	12
	50

In addition to the above curricula, students may take their degrees with majors in Office Management, Personnel Management, Business Administration, Marketing, and Economics and take their minors and electives in Latin American Studies in preparation for employment in export-import offices, branch offices and some governmental positions in Latin America.

TWO-YEAR COURSE FOR BILINGUAL SECRETARY-INTERPRETERS

The two-year curriculum leading to the Certificate of International Secretary-Interpreter is planned to combine secretarial techniques and practice with cultural studies which will broaden the intellectual outlook and train the student for responsible positions in Inter-American Affairs. The student who has already had training in typewriting, shorthand and bookkeeping, and two or more years of Spanish or English as a foreign language in high school will be able to take a much boarder course and will be much better qualified upon receiving the certificate. The two-year course will be planned to suit the needs and previous training of the student whether from the United States or Latin America.

ADMISSION

Students who have graduated from an accredited high school with two or more years of Spanish or English as a foreign language will be admitted upon presenting the usual transcript and application for admission. Students with previous college work will be considered individually.

Aerial View of Campus,
Hattiesbur

Mississippi Southern College
Mississippi

SUGGESTED CURRICULUM

I

FOR STUDENTS WHOSE MOTHER-TONGUE IS ENGLISH

First Year

	Hours
English 25, 26, 27[1]—Freshman Composition	12
Spanish 81, 82, 83	12
Commerce 40—Introduction to Business	4
Commerce 35, 36, 37 or 92 —Typing[1]	9
Commerce 66, 67, 68 or 114—Shorthand[1]	12
English 62—Business English	4
	53

Second Year

Spanish 160, 161, 162	12
Commerce 118—Office Practices and Procedures	4
Commerce L-137—Advanced Typewriting in Spanish	3
Commerce 150—Office Appliances	4
Spanish L-102—Commercial Spanish	4
Spanish L-166, L-167, L-168—Spanish Shorthand	12
Spanish L-170—Spanish-American Culture	4
Commerce 160—Office Management	4
	48

II

FOR SPANISH AND PORTUGUESE-SPEAKING STUDENTS

First Year

	Hours
English 25, 26, 27	12
Commerce 40—Introduction to Business	4
Commerce 35, 36, 37 or 92—Typing	9
Commerce 66, 67, 68 or 114—English Shorthand	12
L-55—United States Customs and Culture	4
History 61	4
	45

Second Year

English 73, 76, 80	12
Commerce 118—Office Practices and Procedures	4
Commerce L-137—Advanced Typewriting in Spanish	3
English 62, 110	8
Commerce 150—Office Appliances	4
Spanish L-166, L-167, L-168—Spanish Shorthand	12
Commerce 160—Office Management	4
	47

CERTIFICATES

Upon satisfactory completion of the two-year bilingual, Secretary-Interpreter course with the required proficiency in English, Portuguese, or

[1]These courses and any others for which the student may have college credit already may be omitted and others substituted to round out the program in his or her best interests.

Spanish as a foreign language, the Institute of Latin American Studies will grant the Certificate of Secretary-Interpreter.

ONE-YEAR INTENSIVE COURSE

The Institute of Latin American Studies offers an intensive one-year course to prepare persons engaged in business, professional and technical occupations for tours of duty in Latin America. The course is open to any mature individual, who has at least a high school education, and is designed for functional utility to geologists, engineers, foreign traders, teachers, civil service or other government employees; advertising, market research and radio personnel, writers and editors, publishers and technicians, and others who have not had an opportunity to study Latin American Affairs. Those who wish to obtain this training quickly, for professional or personal reasons, may do so in this one-year intensive course.

Since the ability to communicate is fundamental to all work in or with Latin America, the study of Spanish or Portuguese is most strongly emphasized. The year's work is planned to provide:

1. Intensive laboratory training in spoken and written Sapnish or Portuguese.
2. An introduction to the culture, customs, people, land and to the social, economic and political life of the country or countries where the student is to be stationed.
3. Specialized training in the phase of Latin American Affairs which is of primary interest to the student.

Admission

By application to the Director of the Institute of Latin American Studies or to the Admissions Officer, Mississippi Southern College.

Certificate

Upon successful completion of the course with not less than 48 quarter hours, and a grade of C or better on the examination for each of the courses taken, a certificate will be granted attesting to the successful completion of the course. In addition, an endorsement of Proficiency in Spanish or Portuguese will be inscribed on the certificate for those who successfully pass the foreign language proficiency examination.

SUGGESTED CURRICULUM

Required Courses

	Hours
Spanish-American Culture	4
Spanish or Portuguese	12-16
Economics and trade of Latin America	8
Geography of Latin America	4
Electives	20-16
	48

SERVICE CAREERS

There are opportunities for employment in certain types of activities which offer high salaries with private and governmental agencies in interesting and challenging fields. These call for administrative ability, as well as ingenuity and initiative in the formulation of orignal plans for developmental actvities in foreign countries. The individual who makes good in this type of professional activity can expect to move rapidly to positions of

progressively greater responsibility with still broader opportunities to exercise his administrative and creative talents. At the same time there are exacting requirements in the matter of language, personality, adaptability, training, health and general cultural education. Anyone interested in these opportunities should first have a willingness and determination to work hard and, second, choose the particular position for which he would like to qualify, in consultation with the director; third, try out the course of study for two years and then, remembring that he may find it requires more than the customary twelve quarters to prepare himself, arrive at a final decision as to whether he wants to continue in the field first chosen; and finally, it may be necessary to obtain some experience in a Latin American republic[1] before applying for a position for which he may have to wait for some time. The advantages of these positions, however, are such as to make them well worth the work and time involved. This is a challenge to real American men and women.

The curricula providing training for the above and many other positions leave little room for electives and many require more or less training in technical or professional education courses. The curricula for all possible positions cannot be listed here, but those listed below will indicate the general pattern. The technical and professional courses may be changed to suit the needs and plans of the individual student. The fixed requirements consist of the core curriculum, the language study and the courses providing orientation to Latin American culture.

LATIN AMERICA AREA CURRICULUM

Recommended for

ELEMENTARY EDUCATION MAJOR

BACHELOR OF ARTS DEGREE

Freshman Year

	Hours
English 25, 26, 27—Freshman Composition	12
Biology 37, 38, 39	12
Mathemaitcs 21	4
Education 20	4
Spanish 81, 82, 83 (or Portuguese)	12
Physical Education Activity courses	3
	47

Sophomore Year

English 76, 80	8
Speech 31 or 131	4
Geography 33	4
Spanish 100, 101, L-102 (or Portuguese)	12
History 61	4
Education 66	4
Psychology 65	4
Health 79	4
Geography 118 (Latin America)	4
Physical Education Activity courses	3
	51

[1]Scholarships are available through the Institute of International Education for travel and study in Latin America.

Junior Year

Spanish 148, 149, 150 (or Portuguese)	12
Physical Education 149	4
Science 147	4
History 127 (Latin America)	4
Psychology 116	4
Education 107 or 109 and 108	8
Education 103	4
Education 101	4
Education 117	4
	48

Senior Year

Spanish 160, 161, 162 (or Portuguese)	12
Conservation 132	4
Education 116	4
Psychology 132	4
Education 169	4
Education 181-184 (two courses only)	10
Philosophy 101	4
Spanish L-170 (Spanish-American Culture)	4
Electives	4
	50

LATIN AMERICA AREA CURRICULUM
Recommended for
ELEMENTARY EDUCATION MAJORS
Specializing in Reading Techniques
BACHELOR OF ARTS DEGREE

Freshman Year

English 25, 26, 27—Freshman Composition	12
Spanish 81, 82, 83 (or Portuguese)	12
Biological Science	12
Mathemaitcs 21	4
Education 20	4
Physical Education Activity courses	3
	47

Sophomore Year

English 76, 80	8
Speech 31 or 131	4
Spanish 100, 101 (or Portuguese)	8
Art 20 (Art for Children)	4
Geography 118 (Latin America)	4
Psychology 65	4
Education 66	4
History 27, 61	8
Physical Education Activity courses	3
	47

Junior Year

Health 79	4
Spanish 148, 149, 150 (or Portuguese)	12
Psychology 116 (Child Psychology)	4
History 127 (Latin America)	4

Education 107 or 109, and 108	8
Education 117 (Literature for Children)	4
Education 104	2
Education 128	4
Philosophy 101	4
Education 110	4
	50

Senior Year

Spanish 160, 161, 162 (or Portuguese)	12
Spanish L-170 (Spanish-American Culture)	4
Health 131	4
Education 103	4
Psychology 132 (Adolescent)	4
Education 169 (Tests and Measurements)	4
Education 110[1]	4
Education 181	5
Electives	8
	49

LATIN AMERICA AREA CURRICULUM

Recommended for

HOME ECONOMICS MAJORS

Specializing in the Teaching of Home Making Education

BACHELOR OF SCIENCE DEGREE

Freshman Year

Fall

Course	Period	Hrs. Cr.
Spanish 81	6	4
English 25	2	4
History 27	3	4
Mathematics 21	5	4
Physical Education	4	1

Winter

Spanish 82	6	4
Foods and Nutrition 37	4-5	4
English 26	1	4
History 28	7	4
Physical Education	2 or 3	1

Spring

Spanish 83	6	4
Clothing and Textiles 26	2-3	4
Art 23	4	4
English 27	1	4
Physical Education	7	1

Sophomore Year

Fall

Spanish 100	—	4
English 73	4	4

[1]Education 110 should be taken two quarters and can be done by special permission or by substituting it for half of the practice teaching.

Science 37	1 & 2		4
Geography 118	3		4
Physical Education	—		1
Winter			
Spanish 101	—		4
English 80, 75 or 76	8		4
Health 79	4		4
Science 38	1-2		4
Physical Education	3		1
Spring			
Spanish L-102—Commercial Spanish	—		4
Foods and Nutrition 85	4-5		4
Psychology 65	8		4
Housing and Home Management 115	1-2		4
Physical Education	7		1
Junior Year			
Fall			
Spanish 160	2		2
Clothing and Textiles 104	1-2	alternating with Spanish	4
Bacteriology 139	7-8		4
Speech 31a	4		4
Health 133	6		2
Winter			
Spanish 161	2		4
Education 113	8		4
Housing and Home Management 105	6-7		4
Psychology 119	1		4
Education 162	4		2
Spring			
Spanish 162	2		4
Household Physics	3-4		4
Home Economics Education 8	7-8		4
History 127	—		4
Senior Year			
Fall			
Spanish L-170	—		4
Housing and Home Management 196	6		4
Housing and Home Management 197	—		6
Clothing and Textiles 150	2-3		4
Winter			
Clothing and Textiles 125	1-2		4
Child Development 138	8		4
Marriage and Family Living 151	4		4
Psychology 132	3		4
Health 134	2		2
Spring			
Home Economics Education 200	as arranged		5
Home Economics Education 185a	as arranged		5
Home Economics Education 186a	as arranged		5

LATIN AMERICA AREA CURRICULUM

Recommended for

HEALTH EDUCATION MAJOR

BACHELOR OF SCIENCE DEGREE

Freshman Year

Fall Quarter	Hrs.
Spanish 81	4
English 25	4
Math. 32 or 35	4
Physical Ed. 1	1
Education 20	4
	17
Winter Quarter	
Spanish 82	4
English 26	4
Physical Ed. 2	1
Health 27	4
Electives	4
	17
Spring Quarter	
English 27	4
Physical Ed. 3	1
Spanish 83	4
Music Art	4
Health 79	4
	17

Sophomore Year

Fall Quarter	Hrs.
Spanish 100	4
Psychology 65	4
Education 113	4
Physical Ed. 4	1
Biology 37	4
	17
Winter Quarter	
Spanish 101	4
Bilogoy 38	4
Psychology 119	4
English 76	4
Physical Ed. 5	1
	17
Spring Quarter	
Spanish L-102	4
Biology 39	4
Physical Ed. 6	1
Geography 118	4
English 80	4
	17

Junior Year

Fall Quarter	Hrs.
Spanish 148	4
Health 125	4
Speech 32	4
History 127	4
	16
Winter Quarter	
Spanish 149	4
Health 131	4
Psychology 132	4
Elective	4
	16
Spring Quarter	
Health 155	4
Spanish 150	4
Education 169	4
Elective	4
	16

Senior Year

Fall Quarter	Hrs.
Bacteriology 139	4
Health Ed. 192	4
Spanish 160	4
Spanish L-170	4
	16
Winter Quarter	
Spanish 161	4
Bacteriology 145	4
Education 185	5
Elective	4
	17
Spring Quarter	
Spanish 162	4
Bacteriology 187	4
Education 186	5
Elective	2
	15

LATIN AMERICA AREA CURRICULUM

Recommended for

SANITATION MAJOR

BACHELOR OF SCIENCE DEGREE

Freshman Year

Fall Quarter	Hrs.
Spanish 81	4
English 25	4
Math. 32 or 33	4
Chemistry 25	4
Physical Ed. 1	1
	17

Winter Quarter	
Spanish 82	4
English 26	4
Chemistry 26	4
Health 27	4
Physical Ed. 2	1
	17

Spring Quarter	
Spanish 83	4
English 27	4
Chemistry 27	4
Health 79	4
Physical Ed. 4	1
	17

Sophomore Year

Fall Quarter	Hrs.
Spanish 100	4
English 76	4
Biology 37	4
Psychology 65	4
Physical Ed. 4	1
	17

Winter Quarter	
Spanish 101	4
English 80	4
Biology 38	4
Health 131	4
Physical Ed. 5	1
	17

Spring Quarter	
Spanish L-102	4
Speech 31	4
Geography 118	4
Biology 39	4
Physical Ed. 6	1
	17

Junior Year

Fall Quarter	Hrs.
Spanish 148	4
Music or Art	4
Mech. Drawing 27	2
Health 125	4
Elective	4
	18

Winter Quarter	
Spanish 149	4
History 127	4
Mech. Drawing 28	2
Health Ed. 131	4
Elective	4
	18

Spring Quarter	
Health 155	4
Spanish 150	4
Health 166	2
Elective	6
	16

Senior Year

Fall Quarter	Hrs.
Health 192	4
Spanish 160	4
Bacteriology 139	4
Elective	5
	17

Winter Quarter	
Spanish 161	4
Spanish L-170	4
Bacteriology 145	4
	12

Spring Quarter	
Spanish 162	4
Elective	4
Bacteriology	4
	12

A SUGGESTED SOCIAL STUDIES PROGRAM FOR ELEMENTARY TEACHERS

The purpose of the social studies program is to lead children to a solid understanding of man and society. Suggestions are made as to appropriate subject matter, methods, and materials. The development of social concepts and principles and the practice of them should strengthen understanding of the world and create a desire to improve it.

Suggested Courses

Children and Culture: This course deals with relationships between the community and children; with caste and class in the particular culture; special aspects of anthropology, geography, and resource use education; the function of the school and other social institutions in a community; participation in community life, and with community surveys. (Education 114).

Contemporary Culture: The study includes an analysis of certain aspects of population as a whole; natural resources of the particular region; accomplishments in agriculture, industry, commerce, and government; and the role of the culture in the modern world.

Introduction to Basic Concepts and Principles: The common denominator of the social studies is presented. The course attempts to develop scientific attitudes and a working system of ideas about human relations and human behavior.

Teaching the Social Studies: Attention is given to the organization and integration of subject matter; to methods of teaching; and to material of instruction. The study is concerned with special problems of individuals and of groups and with the evaluation of learning.

The Unit of Work Method: The four sources of content: community activity and institutions, social processes, and foreign culture, geography and history. (Education 103).

The Modern Elementary School: School organization equipment, curriculum; materials and methods in the elementary school; the daily schedule; school reports; personality of the teacher as a factor in success.

PUBLIC SERVICE OF THE INSTITUTE

The Institute of Latin American Studies is a center of research in Latin American Affairs and will provide the following services to interested parties or agencies:

1. Public lectures, addresses or movie programs. (Expenses and honorarium).
2. Latin American exhibits. (A deposit is required).
3. Conferences or panel discussions, programs and talks by Latin American students whose expenses are paid by the sponsor when they go out of the city.
4. Programs for civic and professional organizations, teachers and students of things hispanic. (Expenses when outside the city.)

5. Workshops for teachers of modern foreign languages, and social studies teachers of the public schools who are interested in Latin America.

THE MASTER OF ARTS DEGREE IN LATIN AMERICAN STUDIES

Through inter-departmental cooperation with the Graduate School, the Institute of Latin American Studies will correlate and supervise programs of studies leading to the Master of Arts degree in Latin American Studies. The individual needs and plans of the student will be taken into consideration.

Students will be admitted to graduate standing in the Institute on the basis of (a) the degree of Bachelor of Arts or Bachelor of Science with a major in Latin American studies from Mississippi Southern College or its equivalent; or (b) either of the above degrees with a minimum of 36 quarter hours (or the equivalent) in Spanish or Portuguese. The satisfactory completion of the foreign language proficiency examination is prerequisite to the awarding of the degree.

For further information see the Graduate School Bulletin.

SUMMER SESSION IN LATIN AMERICA

At present Mississippi Southern College does not offer a summer session in Latin America, but cooperates instead with the University of Misssissippi and other institutions offering summer study plans.

Through this cooperation sessions are held in different countries by arrangement with a university. This three-way cooperation provides better facilities, insures to the student courses of high calibre offered by responsible institutions with a minimum of difficulty in matters of accrediting, transportation, funds and certain legal aspects including immigration laws, visas, etc.

To the student of Latin American Affairs and especially to the prospective or actual teacher of Spanish or Portuguese, some experience in a Latin American country is almost indispensable. The sessions described above offer such experience with a minimum of risk and expense and a maximum of efficiency, credit and other benefits. Those who have participated in previous excursions to Mexico, Colombia, Peru and other countries have found them most practical and beneficial. For further information write to the Director of the Institute.

PROFICIENCY EXAMINATION

All English-speaking students who plan to teach or major in modern foreign languages or Latin American Affairs are required to demonstrate their ability to understand, speak and write the foreign language they have studied. The demonstration of this ability is accomplished by obtaining the required score on the foreign language proficiency examination. Upon passing the examination, a certificate will be issued to those who desire it.

Application forms for the above examination may be obtained in the Institute office. The examination may be repeated, at the end of each quarter only, but should not be applied for until the student's instructor recommends that he take it. There is a charge of one dollar for each examination except the first.

COURSES HAVING SPECIAL APPLICATION TO LATIN AMERICA[1]

KEY TO NUMBERING SYSTEM:

Nos. 1- 49—First year courses—Freshman.

Nos. 50- 99—Second year courses—Sophomore.

Nos. 100-149—Third year courses—Junior.

Nos. 150-399—Fourth year courses—Senior.

Nos. 400-799—Graduate courses. Open to graduate students only.

AGRICULTURE

25—**Agriculture for Elementary Teachers.**

71—**Vegetable Gardening.**

132—**Science for Elementary Teachers.**

136—**Soil Conservation.**

147—**Nature Study and Elementary Science.**

178—**Resource Use Education.**

ARTS

20—**Industrial Arts for Elementary Teachers.**

31—**Woodwork.**

41—**General Shop.**

63—**Advanced Woodwork.**

128—**Planning and Equipment of the School Shop.**

150—**Organization and Administration of Industrial Arts.**

155—**The Teaching of Industrial Arts.**

COMMERCE

190—**International Trade Theory.**

191—**International Trade Policy.**

192—**International Trade Practice.**

COMMERCIAL

L-37—**Advanced Typewriting in Spanish.** Prerequisite: Commerce 36 and 37 or equivalent. Four hours credit.

L-166—**Beginning Spanish Shorthand.** Four hours credit.

L-167—**Intermediate Spanish Shorthand.** Four hours credit.

L-168—**Advanced Spanish Shorthand.** Four hours credit.

L-102—**Commercial Spanish.** Prerequisite: Spanish 83. Four hours credit.

CULTURE

L-121—**Spanish American Culture.** Prerequisite: Geography 118 and History 127. A study of the customs, habits, social organization and social and educational legislation and development of Spanish America. Four hours credit.

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[1]Unless included in this list, course descriptions, credit hours and prerequisites will be found in the general college catalogue.

GEOGRAPHY

33—Principles of Global Geography.
43—Economic Geography of Selected Countries.
118—Geography of Latin America.
145—Advanced Economic and Commercial Geography.
176—Conservation of Natural Resources.
180—Climatology.
500—Seminar in Geography.

GOVERNMENT

25—American Government.
106—American Political Parties.
157—International Politics.
185—International Law.

HISTORY

27, 28—World Civilization.
61—American History to 1844.
62—American History 1844 to 1896.
63—American History Since 1896.
125—Methods of Teaching the Social Studies.
127—Inter-American Relations.
128—Early American Foreign Relations.
129—Recent American Foreign Relations.
550—United States Foreign Relations.
559—Seminar in History and/or Political Science.
560—Comparative Civilizations.

PORTUGUESE

88, 89, 90—Intermediate Portuguese.
100, 101, 102—Advanced Conversation and Composition.
140—Survey of Brazilian Literature.
141—Contemporary Brazilian Literature.

SPANISH

31, 32, 33—Beginning Spanish.
81, 82, 83—Second Year Spanish.
100—Advanced Conversation.
101—Phonetics.
148, 149, 150—Introduction to Spanish Literature.
160, 161, 162—Introduction to Spanish American Literature.
190—History of Mexican Literature.
191—Argentine Literature.
192—Literature of Peru.

(See college catalogue for other Spanish courses).

GENERAL INFORMATION

ADMISSION

Admission to the Institute of Latin American Studies is by way of registration in the college and in one of the undergraduate or graduate divisions of the college.

After registration in one of the foregoing divisions there is no formal procedure for registration in the Institute of Latin American Studies. All rules and regulations of the college apply to students in the Institute also.

Students may enroll for summer courses at Mississippi Southern College if they are included in any of the following categories:

1. Former students of Mississippi Southern College who hold satisfactory records.

2. Graduates of accredited high schools.

3. Transfers from junior colleges.

4. Students who are in good standing at other colleges or universities. Such students may be admitted as special students upon presentation of a certificate of good standing from the last institution attended; it is not necessary to present a transcript of credits unles sthe student plans to become a candidate for a degree at Mississippi Southern College.

5. Persons who have taken and passed the High School Equivalency Examination or the High School Level General Education Development Test.

It is necessary for all entering freshmen to file with the director of admissions transcripts of their high school work or other acceptable evidences of eligibility for admission. It is necessary for all regular new students who have been enrolled at other institutions, and all regular former students of Mississippi Southern who have been enrolled at another college or university since being enrolled at Mississippi Southern College, to file with the director of admissions complete transcripts of work done elsewhere. All transcripts should be sent to the director of admissions well in advance of registration dates so that permits to register may be prepared before students arrive on the campus.

ACADEMIC REQUIREMENTS

The general regulations governing Mississippi Southern College as set forth in the regular catalogue of the college will prevail in the Institute of Latin American Studies. Students who need assistance in the planning of their work are invited to counsel with their major professor or with the Director of the Institute.

PLACEMENT BUREAU

Mississippi Southern College maintains a Placement Bureau to help graduates and students obtain positions and to assist school officials and business concerns in finding teachers and employees.

Those who wish to be notified of job listings in business, government, industry, and in school and college teaching, are urged to register with the Placement Bureau, located in the Administration Building, as soon as they know they will be available for positions.

Graduating seniors should register with the Placement Bureau at the beginning of their last quarter's work, at the latest. Even though they may

not be interested in positions when they graduate, it is wise for them to register with the Bureau so as to have a record on file for future use. Alumni seeking changes or promotions are invited to use the Placement facilities.

LIVING ACCOMMODATIONS

The college has available dormitory accommodations for approximately 1350 students. If you desire a room in the dormitory you should fill in the application for admission form in the back of this bulletin and mail it to the director of admissions with the $8.00 room reservation fee. Room reservation fees will be credited to your account. No room reservation deposit can be refunded unless the reservation is canceled ten days prior to the opening of the quarter for which the reservation is made.

Rooms are equipped with the following furniture: two or three single beds with comfortable inner-spring mattresses, a dresser, a chest of drawers, lavatory, chairs, and a study table. Students must furnish all linens, bed coverings, pillow, and curtains for windows and closet doors. Although dormitories are cooled by attic fans, an electric fan will contribute to the comfort of the student.

A limited number of houses and apartments are available for married students on the campus.

If the dormitories are filled, living accommodations for women students outside the dormitories must be selected from the list approved by the college authorities.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming house, are subject to the regulations, control, and supervision of the college.

EXPENSES

UNDERGRADUATE

Quarter Hours		Incidental Fee	Out-of-State Tuition
12-16 (full load)	Day Students	$54.50	$66.66
	Dormitory Students	49.50	66.66
9-11 (¾ load)	Per quarter hour	5.00	49.99
6- 8 (½ load)	Per quarter hour	5.00	33.33
1- 5 (¼ load)	Per quarter hour	5.00	16.66

GRADUATE

Quarter Hours		Incidental Fee	Out-of-State Tuition
12-15 (full load)		$42.00	$66.66
9-11 (¾ load)	Per quarter hour	4.00	49.99
6- 8 (½ load)	Per quarter hour	4.00	33.33
1- 5 (¼ load)	Per quarter hour	4.00	16.66

A fee of $10.00 is required of all students who register in the Graduate Division. This fee is paid only once by the student during his period of residence as a graduate student at Mississippi Southern College and is not refundable.

BOARD, ROOM AND LAUNDRY
(Dormitory Students)

Board per quarter	$69.00
Room, per quarter	22.50
Laundry (see note below)* per quarter	12.24

*Board, room and laundry may be paid as follows: one-half upon entrance and the balance at the beginning of the second half of the quarter. Laundry service is optional with the student. This amount may be deducted from total fees if student can have laundry done elsewhere.

BUSINESS REGULATIONS

Announcements concerning expenses and furnishings are subject to change without notice and may not be regarded as binding obligations of the college.

Should a student withdraw within three days after date of registration all fees will be refunded.

Should a student withdraw for any reason prior to mid-term of any quarter fifty (50) per cent of incidental fee will be refunded and pro rata percentage of board, room, and laundry will be refunded.

Should a student withdraw after mid-term of any quarter no part of incidental fee will be refunded, but a pro rata percentage of board, room, and laundry will be refunded.

Special fees will not be refunded after a student has been in attendance for three days.

Special students' or part-time students' fees will not be refunded after three days from date of registration.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college cafeteria. Others who take part of their meals in the cafeteria are charged per meal.

No deduction in living expenses is made for absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music or laboratory course is given until fee is paid and receipt presented to instructor.

While no deposit is required for loss or damage, any amount charged to a student must be paid before examinations are permitted.

Graduation fee is payable at time application is submitted. This fee is not refundable.

INSTITUTE OF LATIN AMERICAN STUDIES

MISSISSIPPI SOUTHERN COLLEGE, HATTIESBURG, MISS.

APPLICATION FOR ADMISSION

For the ..... **Quarter, 195**...

Name Mr. / Mrs. / Miss ..... Date .....

Home Address ..... (Street and Number) (City) (County) (State)

Place of birth ..... Date of birth ..... Sex .....

Are you a veteran? ..... Married or Single? ..... Children ..... Race .....

If you have previously attended Mississippi Southern College, check here .....

Check one: I plan to live ( ) at home; ( ) in a dormitory; ( ) in town;
( ) in a trailer; ( ) in a college apartment.

I. Please list below, **in chronological order,** all schools previously attended. Begin with the high school from which you graduated or in which you were last enrolled. (Note: If you are a former Mississippi Southern College student and have not been enrolled at another college or university since attending Mississippi Southern, omit this listing).

Name and Location of Institution	Dates of Attendance	Date of Diploma, if any

II. Indicate the degree or course you wish to take and the field of Latin American Studies in which you wish to specialize:

Degree ..... Field .....

Major ..... Minor .....

Secretary-Interpreter ..... One year intensive course .....

III. New students should have a transcript of their high school work and of credits from every college they have attended sent by an official of the school to the Director of Admissions, Mississippi Southern College. Former Mississippi Southern College students should request trancripts from other colleges or universities in which they have been enrolled since attending Mississippi Southrn College.

IV. Prospective students who plan to live in the dormitories should send with this blank a reservation fee of $8.00. Students who plan to live in a college apartment should send a reservation fee of $10.00. If a student is accepted, this fee will be applied on the expenses of the first quarter the student is in residence. If a student is rejected, the fee will be returned. Should a student decide not to enroll, the fee will be returned provided request for a refund is filed with the Financial Secertary, Mississippi Southern College, ten days before the opening of the quarter.

V. This blank, properly filled out, should be returned to: J. R. Switzer, Director of Admissions, Mississippi Southern College, Hattiesburg, Mississippi.

VI. Please list on the back of this sheet high school activities in which you participated.

BULLETIN

INSTITUTE OF LATIN AMERICAN STUDIES
MISSISSIPPI SOUTHERN COLLEGE
STATION A
HATTIESBURG, MISSISSIPPI

RETURN POSTAGE GUARANTEED